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AUTHOR Lafayette, Robert C.
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ABSTRACT

Implementation of global education in the classroom is possible only if the teachers themselves process a global content and are properly prepared to address the issue of globalness. In a discussion on traditional teacher education curriculum, it is noted that although virtually all teacher preparation programs include special methods courses at both elementary and secondary levels, a lesser number offer a general methods course in addition to the special one. A brief description of two outstanding international teacher education progams (Florida International University and Indiana University) illustrates that education theory and methods courses present an excellent opportunity to establish an international atmosphere in teacher education. In considering the best means for internationalizing teacher education, the role of the methods instructors should be viewed as pivotal to the development of an international perspective among students in teacher education programs. (JD)

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Education Theory and Methods: International Teacher Education

Robert C. Lafayette
School of Education
Indiana University
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"Human beings cannot have a fulfilling life on this planet without global education. For us, the removal of the national border as a barrier to understanding is essential not only for decision-makers or even for a specially chosen elite, but for everybody." (1)

"For us," that is, all those of us who believe in the need and benefits of a global or international education, the above statement is a given. However, "us" represents a small minority, many of whom are leaders in the field of foreign languages and social studies, and yet, if Alger and Harf's statement above is to become a reality, global education must be implemented in the vast majority of this nation's classrooms. This phenomenon of course is only possible if the teachers themselves process a global content and if they are properly prepared to address the issue of globalness in the everyday classroom.

Only the second of the above conditions, how to address the issue of globalness in the classroom, will be treated in this paper since its focus is on education theory and methods. The first condition, the acquisition of global content, lies properly within the domains o general education and the content disciplines, areas germain to the overall task of developing guidelines for international teacher education but not specifically to this paper.

As defined in the AACTE/ICET publication, "A Global Perspective for Teacher Education," international education is the process by which people acquire a global perspective to explain events in recognition of the increasing interdependence

of nations and cultures. It should be considered a fundamental part of basic education and it involves the development of:

1. Perspective Consciousness - recognition or awareness that one's view of the world is not universally shared.
2. State of Planet Awareness - awareness of prevailing world conditions and developments such as population growth, economic conditions, intra- and inter-nation conflicts, etc.
3. Cross-Cultural Awareness - awareness of the diversity of cultures, ideas and practices found in societies around the world and how these compare.
4. Sense of Global Dynamics - an awareness of how the world's systems work and the extent to which they are interdependent.
5. Awareness of Emergent Human Goals - knowledge of various social movements that have created and are creating goals and values that transcend national cultures and ideologies.
6. Awareness of Ethical Problems in the Global Context - knowledge of ethical questions and issues that derive from increased capacities for sensing, predicting, and manipulating global conditions such as the world's distribution of wealth, food, and other resources.

What Is

The definition of international education and its six elements is included here to put this segment of the paper into proper perspective, to provide the reader a barometer with which to measure the difference between what the profession is doing

and what some groups, in this case AACTE/ICTE, are stating it should be doing.

The teacher education curriculum has traditionally been comprised of two major segments: general education and professional education. The former, as defined in General Education in a Free Society (Harvard Committee Report, 1945), is "that part of a student's whole education which looks first of all to his life as a responsible human being and citizen" and includes the study of natural science, and social studies, and the humanities in an attempt to develop the abilities of effective thinking, communication, the making of relevant judgments, and the discrimination of values. This goal, which today certainly includes the development of world citizenship, is primarily the task of academic departments in colleges of arts and sciences. The professional education component, on the other hand, includes four basic components:

1. Content for the teaching specialty which for elementary education majors consists of the study of the elementary school curriculum and for secondary majors includes the study of the area for which they will be responsible. Like general education, this lies within the realm of various academic units.
2. Humanistic and behavioral studies, as labeled by the 1982 NCATE standards, is that portion of the professional curriculum commonly referred to as the foundations of education. It includes the study of the history and philosophy of education, educational

psychology, educational sociology and most recently multicultural education. Traditionally, most of this content has been treated as one or more separate and discrete components under the aegis of departments of educational foundations.

3. Education theory and methods is that segment of the curriculum that deals with the study of teaching and learning theory, at times found in both educational psychology and methods course, and the development of the numerous "how to's" included in general and special methods courses, the former usually taught by faculty in curriculum and instruction departments and the latter sometimes by area specialists in education or by a faculty member in the corresponding academic department.
4. Laboratory, clinical and practicum experiences include what is commonly referred to as early field experiences either in an actual classroom and/or in a contrived setting and the extended student teaching or internship experience in a natural school setting.

Within the area of education theory and methods, referred to as teaching and learning theory in the 1982 NCATE standards, the learning theory component receives less attention since it is usually part of broad educational psychology courses which often also include the study of child and adolescent development, motivation, measurement and evaluation, and at times the area of discipline. Future teachers, therefore, receive only minimal exposure to the stimulus-response learning theories of Thorndike,

Pavlov and Shinner, the cognitive theories of the gestalt psychologists, and holistic conceptions found in Bruner and Glaser. Probably the greatest familiarity is with the taxonomies of Bloom and Krathwohl since they will often be treated in both learning theory and teaching theory (methods) courses.

The teaching theory element consists primarily of general and special methods courses. As outlined in Scannell et al. (2), the generic teaching knowledge and skills include:

1) analyzing and interpreting student abilities,
2) designing instruction to meet learner needs,
3) conducting instruction,
4) managing the classroom,
5) managing student conduct,
6) promoting classroom communication,
7) evaluating learning, and
8) arranging for conferral and referral opportunities

Hoover, author of numerous general methodology textbooks, organizes the content somewhat differently as is evident by the titles of the various units in his book, The Professional Teacher's Handbook (3):

1. Preparing for Teaching: Developing Concepts, Instructional Objectives, and Plans.
2. Motivational Activities.
3. Maintaining Effective Class Control: Discipline Problems.
4. Methods and Techniques: Focus on the Individual and Small Group.
5. Methods and Techniques: Focus on the Large Group.

6. Methods and Techniques: Focus on Affective Learning

7. Assessment Techniques.

8. Working with Special Individuals and Groups.

It should be noted that although virtually all teacher preparation programs will include special methods courses at both elementary and secondary levels, a lesser number will offer a general methods course in addition to the special one. At the secondary level, for example, it is not unusual to find generic "Principles of Secondary Education" courses which touch on some of the above but also include such topics as collective bargaining, the use of the computer, student rights, tort liability, use of audio-visual equipment, getting a job, etc.

The above listings are included here not so much to provide the readers of this paper with information, since it is probably redundant for most of them, but rather to emphasize the point that when it comes to internationalizing teacher education, the area of education theory and methods offers virtually nothing. A rapid examination of the NCATE standards, many overall teacher education reform proposals including AACTE, NEA, and Cruickshank's latest Models for the Preparation of America's Teachers (4) and numerous general methods textbooks reveals little or no concern for an international perspective. The one related development in most all of the above is the mandate or inclusion of a component on multicultural education. This is one of the few stones upon which the profession can build and even there, much work needs to be completed since, although multicultural education includes the understanding of diverse

cultures, it is limited in virtually all instances to cultural pluralism within national geographic boundaries. Unfortunately, the inclusion of multicultural education in teacher education was in great part brought about by the racial unrest in this country during the 50's and 60's. Hoover's 1964 edition of his general methods textbook makes no mention of cultural pluralism or multicultural eduction while the 1972 and subsequent editions devotes a chapter to the topic. Similarly, it is only during the 70's that natural, regional and state accreditation agencies address the matter. Hopefully, it will not necessitate comparable international unrest to prompt inclusion of international perspectives to teacher education programs.

In concluding this "what is" section, it is most appropriate to mention two bright stars on the horizon of internationalizing teacher education programs even if their scope of impact is much broader than the education theory and methods perspective of this paper. I refer specifically to programs already in place at Florida International University and Indiana University.

The program at Florida International University, described by Tucker (5) includes the Dade County Schools, the Florida Department of Education and the total university. Its basic goals are 1) to train teachers and other educational personnel in international education, 2) to assist schools and colleges to develop programs for students and teachers, and 3) to stimulate public awareness on the importance of gaining an international perspective. A global dimension has been incorporated in both the undergraduate and graduate programs in social studies education and the professional education core program now

includes a new required course for education majors entitled Issues of the 80's, 25% of which focuses on global education.

Under the leadership of Dr. Anna Ochoa, Indiana University is presently in the midst of a three-year project supported by the Fund for the Improvement of Postsecondary Education to internationalize its elementary teacher education program. The plans call for internationalizing four general education and nine professional courses required of elementary education majors by involving professors in the development of international modules designed for these courses. Of the nine professional courses, seven of them fall in the methods category. These modules will include not only international content, but they will also be infused with critical-thinking and decision-making skills, and cooperative learning experinces. Additionally, the program will provide for experiences involving international students and incorporate numerous community and university resources. Finally, elementary eduction majors will be required to develop and present an international project for classroom use. In developing its comprehensive set of guidelines for teacher education, I would strongly recommend that the participants in the 1985 AACTE Summer Leadership Institute have access to detailed information concerning these two programs.

What Ought to be Done

In part III of their paper, Alger and Harf (1) discuss five basic themes in worldwide relations and institutions. They include values, transactions, actors, procedures and mechanisms,

and three issue areas (population, food and energy). In addressing what ought to be done to internationalize the theory and methods component of teacher education, I propose to use as a framework the same five basic themes with one minor modification: the issue areas will consist of specific content areas and these will be subsumed within the procedures and mechanisms theme.

A. Values

"Values are being projected onto world issues and relations in a diversity of arenas, through a great variety of means and by a great array of actors." Similarly, in teacher education programs, values in the form of teaching and learning theories are being presented to prospective teachers for eventual translation into classroom activities.

Education theory and methods courses present an excellent opportunity to establish an international atmosphere in teacher education. Numerous experts from other countries have had significant impact on theories of teaching and learning and this fact should be emphasized in addition to the actual content of the theories themselves. The two most prominent are probably Jean Piaget and Maria Montessori. It is virtually impossible to discuss child and adolescent behavior without the mention of Piaget and the Montessori schools probably constitute the only non-traditional approach to education which has had worldwide and lasting success. Others that come to mind include Comenius, Locke, Rousseau and Fiere.

A second and yet crucial international dimension to the values-theory theme is the inclusion of learning and teaching

theories that create a proper environment for the development of international concepts. The latter exists only with difficulty in a recognition-recall learning theory setting. In her proposal to FIPSE, Ochoa suggests the need to familiarize preservice teachers with three theoretical teaching models whose use with students would create a rich atmosphere for international goals. These include:

1. critical-thinking and decision-making because "individuals need to be able to analyze world problems and events, make meaning of complexity, recognize bias and its influence on facts and information, weigh alternatives to problems, analyze their consequences, examine values and make judgments."
2. experiential learning because it "seeks to make theoretical or abstract notions understood in personal or social terms."
3. cooperative learning because "research demonstrates that it results in both improved academic achievement and improved interpersonal and cross-cultural interaction."

B. Transactions

"Another important characteristic of the contemporary world society is the growing transactions between societies. They include the movement across national boundaries of civilian and military goods, people, services, finances, information and culture." In methodology courses, transactions include especially the movement of ideas and information from teacher to student and vice versa, from student to student and from oral and visual media to both teacher and student.

One relatively simple and effective way to internationally impact a general methods course would be to actually use the theoretical cooperative learning construct with the college students themselves. This involves assigning specific tasks to small groups of students deliberately structured to include the greatest diversity in ability and cultural background. Such a design forces "different" students to learn to work with each other in attempting to accomplish the assigned task. It constitutes yet another small step in helping future teachers to understand and hopefully to accept the values and customs of other cultures.

Students in general methods classes should also be encouraged to use radio, television and the computer in planning international activities. For example, the 15 minute BBC newscast available daily on PBS provides numerous opportunities to design global learning activities. Likewise, students with access to a short-wave radio can plan fascinating cross-cultural activities by making use of English broadcasts of Radio Moscow, Radio Peking, France-Inter, etc. They should also be made aware of the fact that the Voice of American itself broadcasts in numerous foreign languages. The availability of cable television, on the other hand, provides opportunities for yet a different access to international perspectives for individuals who have studied a foreign language. Finally, there now exists a growing pool of computer simulation games that include international overtones. The March 1985 issue of Family Computing describes a simulation game by Spinnaker entitled In

Search of the Most Amazing Thing which sends the player on a mission to discover a treasure. In the process, the player has to maintain adequate fuel and nutrition levels, learn foreign languages and compose songs that appeal to foreign people. Learning how to deal with these imaginary people and moving from region to region is not only entertaining but instructive as well.

C. Actors

In Alger and Harf (1), the actors include (1) International Governmental Organizations such as NATO and OPEC, (2) International Nongovernmental Organizations which are 4200 strong and are organized around all types of professions, disciplines, sports and social problems, and (3) Transnational Corporations such as IBM, Nestle and Sony. In the area of theory and methods the actors include not only the university professors but also international students and diverse community agencies and business establishments.

The role of methods instructors is crucial in promoting the achievement of global education goals in teacher education. Hopefully some will possess a natural propensity for cross-cultural awareness while others will need to be encouraged to engage in varying activities aimed at developing this awareness such as reading, attendance at international education seminars, and foreign travel.

International students, be they from foreign countries or from different ethnic backgrounds but living in the United States, constitute yet another set of actors available to instructors of education theory and methods, especially those lacking in global

awareness. Most university communities and large urban areas often attract large numbers of international people. They have much to contribute to cross-cultural understanding, but unfortunately their expertise too often goes wanting. Methods instructors should make significant efforts to design course activities that periodically involve international students from several different countries. A simple assignment might ask the students in general methods to systematically interview two or three international students about the methods used when they went to school in their native country and then write a short essay comparing and contrasting these with those used in typical American schools.

Most communities include at least one if not numerous government, business, community or religious agencies with international connections. These constitute the final group of actors and they too can play an important role in globalizing teacher education. They lend themselves especially well to student projects aimed at developing cross-cultural awareness, and provide the students with an excellent practical application of experiential learning. I recently was given a sheet of approximately ten "Coke is it" stickers, each in a different language and accompanied by a short note claiming that Coke is requested 250 million times daily in some fifty countries throughout the world. Imagine the value-laden discussion that could arise by using such an item in a cooperating learning setting and the potential cross-cultural benefits that each student might accrue!

D. Procedures and Mechanisms

Here, Alger and Harf are specifically interested in "(1) procedures for routinized contact between international actors; and (2) modes of influence, including negotiations and, failing to find success at the bargaining table, styles of violent behavior." In the area of theory and methods, we are particularly interested in specific teaching procedures and mechanisms which might help a general methods instructor prepare future teachers in several content areas to use globally oriented activities.

Of important value to all preservice teachers is the presentation and discussion of an instrument designed to evaluate the international content of textbooks. Future teachers should not only be encouraged to select texts with an international perspective, but also to assess its quality and accuracy.

The proper development of an international perspective among students in teacher education programs mandates the creation of a global mindset by all instructors involved in the program. The general methods professor can accomplish this by asking students to integrate an international component in a classroom presentation or micro-teaching assignment to be completed in the specific content area. Included below are suggestions for integrating a cross-cultural element in several subject matter areas:

a. English--a vocabulary lesson which includes words with foreign origins

b. Geography--teaching the geography of a particular state and at the same time asking students to circle the names

of cities and towns with names borrowed from other countries or languages(Los Angeles and San Francisco, CA; Oldenburg, Peru and Versailles, IN).

c. Science--a lesson on ecology discussing the potential impact of Midwest acid rain on eastern Canada.

d. Mathematics--a geometry lesson including not only the theory of $a^2 + b^2 = c^2$ but also some interesting information about its inventor, Pythagoras.

e. Foreign Languages--a vocabulary lesson focusing on items in the particular foreign language but not common to the "mother country," e.g. French names of foods eaten in Francophone Africa but not in France.

f. Physical Education--a unit on wrestling including a discussion/demonstration of Japanese sumo wrestling.

g. Home Economics--the role of corn in the United States and Mexico, or Coke, 250 million times per day.

h. Music--a unit on scales with the additional fact that not all cultures hear the same intervals between notes as do Westerners.

In concluding this segment on "what ought to be done," it is wise to mention the need to reevaluate the numerous suggestions in Strength Through Wisdom: A Report to the President from the President's Commission on Foreign Language and International Studies, November 1979.

How to get from one to the Other

Cuban (6) has written an interesting book that documents the persistence of teacher-centered classroom teaching in American

schools since 1890. By "teacher-centered instruction" he means:

1. Teacher talk exceeds student talk during instruction
2. Instruction occurs frequently with the whole class; small-group or individual instruction occurs less frequently.
3. Use of class time is determined by the teacher.
4. The classroom is usually arranged into rows of desks or chairs facing a blackboard with a teacher's desk nearby.

In the process of this study Cuban examined a myriad of formal and informal evidence in urban and rural settings which described classroom practices during specified time frames between 1890 and 1980. What he found were stable practices resembling the approaches used by former teachers. About 90 percent of high school teachers continued the use of traditional teacher-centered methods and so did approximately 75 percent of elementary school teachers. This leads us to believe then that only a small minority of teachers ever adopted the various new ideas introduced since 1890 such as progressive education, team-teaching, the open classroom, individualized instruction, etc.

The situation in teacher education classrooms is undoubtedly very similar to the school setting described above. Unfortunately, it renders unlikely the possibility of introducing new paradigms of teaching. On the other hand, however, internationalizing teacher education does not necessarily require new and different paradigms. Instead of focusing on changing the form of teaching, it might be possible to alter the quality of what is done within that form and at the same time introduce some new content that would increase the global atmosphere of teacher

education. At present virtually all that exists in the arena of internationalizing teacher education or education itself for that matter appears in publications aimed specifically at that goal and eminates from individuals in areas such as foreign languages and social studies who have a vested interest in the phenomenon. This is of course natural in the early stages of any movement but the eventual goal must be to find discussions of international teacher education in general teacher education publications and seminars. All of the books on multicultural education have probably less impact on that movement than does the one paragraph in the NCATE standards.

One of the first steps to consider is convincing authors and publishers of general methods texts to include a unit on internationalizing the education of American youth including numerous suggestions for classroom activities. This would be more effective than a separate book on the topic because the latter would most likely be adopted only by those already converted.

A second and most important suggestion is to initiate faculty development opportunities for teacher education professors designed to increase their cross-cultural awareness. These might be in the form of local seminars involving faculty from various segments of the university. More effective at first might be AACTE sponsored national or regional extension seminars with participation limited mostly to non-international education devotees. These participants would be invited on the condition that they then extend parts or all of the seminar to a state or

local level. Other faculty development opportunities include financial incentives for natural development, for attendance at international eduction conferences and for travel abroad.

A third suggestion involves creating an international atmosphere within the general methods course itself. Instructors could utilize cross-cultural items in preparing sample objectives and classroom activities. They might require that assigned lesson plans include at least one or more components with global overtones or assign the development of a cross-cultural unit.

Instilling greater attention to international concerns also involves the participation of existing classroom teachers. Many of the school reform proposals that have appeared in the past few years suggest the lengthening of teacher contracts to eleven months in order to provide time for course and material development and teacher self-renewal. An intriguing possibility for undergraduate teacher education programs might be to establish short summer "courses" for the trainees during which time they would be assigned to work with and help an actual teacher develop global materials.

Finally, if internationalizing teacher education is to become a reality, the profession must strive to have it included in state, regional and national accredition standards. To avoid the accusation of being called hypocrites, we should also strive to include the mandate that all future teachers must study a foreign language.

The road ahead is not an easy one but we must realize that children born in 1985 will not graduate from high school until 2002. The problems demanding resolution through collaboration

with other peoples and cultures will by then have grown in geometric properties. It is our responsibility to train teachers now who in turn will prepare the children and youth of this nation to solve the problems of tomorrow.

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